

# Board of Education Agenda Item

Item: \_\_\_\_\_ C. \_\_\_\_\_

Date: \_\_\_\_\_ November 17, 2004 \_\_\_\_\_

**Topic:** Final Review of an Advisory Board on Teacher Education and Licensure (ABTEL)  
Recommendation Supporting a Proposed Cut-Score for the *School Leaders Licensure Assessment*  
(SLLA)

**Presenter:** Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

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## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
\_\_\_\_\_ State or federal law or regulation  
X Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting      \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action  
date October 28, 2004  
The board received the item for first review during its October meeting

## Background Information:

In June 1999, Educational Testing Service conducted, in cooperation with and on behalf of the Virginia Department of Education, Standard Setting and Content Validation Studies for the *School Leaders Licensure Assessment (SLLA)*. The goals of the study were to provide additional evidence regarding the content validity of the assessment and to determine a range of recommended passing scores for the *SLLA*. In addition to providing the passing score recommendations, two panels of experts—separate panels representing principals and central office administrators—also were asked to render a series of judgments attesting to the appropriateness of the *SLLA* for use in Virginia. The results supported the use of the assessment for the licensure of beginning school principals and for central office administrators in Virginia.

In Virginia, an individual may become eligible for an endorsement in administration and supervision preK-12 by completing requirements of the *Licensure Regulations for School Personnel, Effective 1998*. As part of those requirements, an individual must complete either the *SLLA* or a full-time internship as a school principal, assistant principal, or central office staff, or one year of successful, full-time experience on the job.

The scaled score that a candidate can receive on the *SLLA* ranges from a low of 100 points to a high of 200 points. The recommended passing scaled score values for the principals panel ranged from 156 to 165 scaled score points. For the central office administrators, the recommended passing score values ranged from 159 to 161 scaled score points.

The *SLLA* is a six-hour constructed response assessment organized into the following four sections: 1) **Evaluation of Actions (1 hour)**, based on 10 short vignettes covering situations a principal might encounter. In each case, candidates respond to a question that asks for next steps, factors influencing a decision, or possible consequences of an action; 2) **Evaluation of Actions II (1 hour)**, six longer vignettes, each presenting a dilemma based on typical school issues. Candidates must analyze the circumstances and respond to an analytical question that requires prioritizing action steps or articulating the relevant issues; 3) **Synthesis of Information and Problem Solving (2 hours)**, containing two case studies involving teaching and learning issues. In each case, candidates must propose a course of action to address a complex problem, referring to a set of documents and a short scenario describing a school and its community; and 4) **Analysis of Information and Decision Making (2 hours)**, focusing on documents that relate to teaching and learning issues. Candidates must answer questions about each document.

### Summary of Major Elements:

*House Bill 573, Effective July 1, 2004*, requires the Board of Education's *Licensure Regulations for School Personnel* to require that on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the board, be contingent upon passage of the *SLLA*. On July 21, 2004, the *SLLA* Score Setting Review Panel convened for the purpose of developing a recommended cut-score for the *SLLA* to be presented to the Board of Education for consideration. The panel was composed of nine practicing school administrators with between two and 10 years of experience, and three representatives of higher education institutions with approved leadership preparation programs. Additionally, panel composition was based on regional representation and ethnic diversity. The score-setting review process included a review and discussion of national performance data and the alignment between Virginia's licensure requirements and the *SLLA*.

Subsequent to the Board of Education's first review of this item on October 28, 2004, additional information was obtained on the *SLLA* to provide the current passing scores of other states and projected pass rates based on national data (Appendix A). Of the 13 states currently requiring a passing score, the average passing score is 159. The District of Columbia, Kansas, South Carolina, and Virginia were not included in these data since these states did not require passing scores at the time of data collection.

A report for all examinees taking the *SLLA* in Virginia between January 1, 2000, and January 31, 2004, yielded the following results:

Examinees: 232	Median: 173
High Score: 195	Mean: 172.50
Low Score: 140	St Dev.: 10.40

Panel members were first asked to review independently all materials and respond to the following items: 1) Considering all the information you have reviewed, what passing score do you recommend for Virginia's assessment purpose; and, 2) Briefly describe primary reasons for recommending this score. A group discussion of pre-consensus scores was conducted. Materials provided to the review panel are attached in Appendix B. Based on this discussion, the panel unanimously recommended a qualifying cut-score of 165 be required in Virginia for passing the *SLLA*.

During an Advisory Board on Teacher Education and Licensure (ABTEL) meeting on September 13, the panel's recommendation was discussed and a motion was approved by ABTEL supporting the qualifying cut-score of 165.

#### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt ABTEL's recommended cut-score of 165 for the *School Leaders Licensure Assessment (SLLA)* to be effective July 1, 2005, for principals and assistant principals.

#### **Impact on Resources:**

Costs associated with the administration of the *School Leaders Licensure Assessment (SLLA)* will be incurred by Educational Testing Services. Prospective principals and assistant principals will be required to pay the registration and test fees of approximately \$485.

#### **Timetable for Further Review/Action:**

Results of the administration and passing rates on the *SLLA* will be included as part of the annual Title II Higher Education Act Report to the U. S. Department of Education.

# **APPENDIX A**

## **School Leaders Licensure Assessment (SLLA) Passing Scores and Projected Pass Rates by State**

## SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA) PASSING SCORES AND PROJECTED PASS RATES BY STATE

State	Passing Score	Projected Pass Rate*
Arkansas (adopted and effective 1/1/02)	158	97%
California (adopted 12/2002)	173	67%
Connecticut	161	95%
Indiana (adopted 2/8/02, effective 1/1/03)	158 (effective 2/8/02-12/31/04) 165 (effective 1/1/05)	97%  89%
Kentucky (adopted 10/1999, effective 1/2000)	155	98%  [The actual pass rates for Kentucky are as follows: 2000-01: 99% 2001-02: 100% 2002-2003: 100%]
Maine (adopted 2004)	168	83%
Maryland (adopted and effective 1997)	157	98%  [The state is currently reviewing the score.]
Mississippi (adopted and effective 1997)	154	99%
Missouri (effective 1998)	158 (1998) 161 (2001) 164 (since 1/2004)	-- -- 91%  [The actual pass rate for Missouri for 2004 was 95.65%.]
New Jersey	148	100%
North Carolina (adopted 10/97; effective 1/1/98)	155	98%
Pennsylvania (adopted and effective 9/2002)	159	96%
Tennessee (adopted 1999; effective 9/1/00)	156	98%

\* Projected pass rates are calculated using data collected across all the user states between 10/01 and 07/04, not just candidates from within the state listed. The following are statistics taken from that sample:

Total number of test takers: 12,465  
Minimum observed score: 122  
Maximum observed score: 200  
Median: 176  
25<sup>th</sup> percentile: 170  
75<sup>th</sup> percentile: 182  
Mean: 175.7  
Standard deviation: 8.8

## **APPENDIX B**

- 1. School Leaders Licensure Assessment (SLLA):  
National Performance Data – pp. 1-3**
- 2. School Leaders Licensure Assessment (SLLA):  
State of Virginia Performance Data – pp. 4-5**
- 3. Virginia Licensure Regulations for Administration and  
Supervision Matched to the School Leadership Licensure  
Assessment Specifications – pp. 6-10**